

1899

Annual Report of the Selectmen, Treasurer, and
Superintendent of Schools, of the Town of
Islesboro, for the Municipal Year Ending March 6th,
1899

Islesboro (Me.)

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ANNUAL REPORT

—OF THE—



SELECTMEN, TREASURER

—AND—

SUPERINTENDENT OF SCHOOLS,

—OF THE—

Town of Islesboro,

—FOR THE—

Municipal Year Ending March 6th,

—1899.—

BELFAST:

G. E. BURGESS, PRINTER.

1899.

46363



SELECTMEN'S REPORT

TO THE INHABITANTS OF ISLESBORO:

The board of selectmen would respectfully submit the following report:

VALUATION FOR YEAR 1898.

Real estate of residents,	\$102,072 00
Personal estate of residents,	40,172 12
Real estate of non-residents,	158,383 00
Personal estate of non-residents,	3,155 00
	\$303,782 12

APPROPRIATION FOR YEAR 1898.

To defray town charges,	\$1,500 00	
For support of common schools,	804 80	
" support of poor,	800 00	
" " " free high schools,	150 00	
" repairs of roads and bridges,	700 00	
" school text books,	150 00	
" damages to land, and to build road,	130 00	
	\$4,234 80	
State tax	\$838 74	
County tax,	539 79	
Overlayings,	240 74	
	\$1,619 27	
		\$5,854 07

ASSESSMENTS FOR THE YEAR 1898.

On real estate of residents,	\$1,837 29
" personal estate of residents,	723 10
" real estate of non-resident,	2,850 89
" <i>Over</i> 193 polls, at \$2.00, " <i>3-6-79</i>	386 00
	\$5,854 07

Rate of taxation, .018.

TOWN CHARGES.

RECEIPTS.

Appropriations,	\$1,500 00	
Overlayings,	240 74	
Deficient highway taxes of 1897,	221 37	
	<hr/>	\$1,962 11

EXPENDITURES.

MISCELLANEOUS:

Paid Belfast Age Pub. Co., printing 1897 reports,	\$ 11 90	
“ P. L. Rollerson for land taken for road in 1897,	15 00	
“ Loring, Short & Harmon, books and blanks,	6 23	
“ G. D. McCrillis, copying plans,	5 00	
“ J. O. Elwell, labor painting town hall,	14 00	
“ J. A. Pendleton “ “ “ “	15 00	
“ E. L. Sprague, “ “ “ “	18 75	
“ D. M. Pendleton, cleaning school houses,	13 00	
“ D. M. Pendleton, labor and material repairing school houses,	23 25	
“ J. I. Small, bushing,	2 40	
“ Geo B. Pendleton, bushing,	2 40	
“ R. F. Dunton, legal service,	5 00	
“ E. D. Williams, school supplies,	5 32	
“ L. N. Gilkey, surveying roads,	5 00	
“ F. S. Pendleton & Co., town hall supplies,	7 31	
“ F. S. Pendleton, paint and oil, town hall,	30 13	
“ W. S. Pendleton, town hall supplies,	3 60	
“ W. S. Pendleton, lumber to repair school houses,	6 00	
“ F. S. Pendleton & Co., material to repair school house repairs,	6 64	
	<hr/>	\$195 93

SNOW BILLS.

Paid Wilbur P. Fairfield, snow bill,		\$4 40
“ J. F. Fairfield,	“ “	1 00
“ J. H. Veazie,	“ “	2 00
“ Pearl Fairfield,	“ “	70
“ J. F. Grindle,	“ bills,	4 70
“ Wm. Ladd,	“ bill,	2 60
“ F. B. Keller,	“ “	30 25
“ J. T. Fairfield,	“ “	1 40
“ F. L. Sprague,	“ “	1 40
“ Jason Ladd,	“ “	2 80
“ W. H. Coombs,	“ “	1 00
“ E. S. Preble,	“ “	9 00
“ F. S. Pendleton & Co.,	“ bills,	65 15
“ John Collins,	“ bill,	2 00
“ O. F. Dodge,	“ “	2 00
“ W. M. Whitcomb,	“ “	9 90
“ B. N. Pendleton,	“ “	4 80
“ L. N. Gilkey,	“ bills,	9 90
“ M. R. Trim,	“ “	7 00
“ J. R. Ryder,	“ “	5 20
“ O. T. Scott,	“ “	1 20

 \$168 40
DEFICIENT HIGHWAY TAXES.

Paid E. S. Preble,		\$20 97
“ F. B. Keller,		35 89
“ R. N. Pendleton,		34 00
“ L. C. Farnsworth,		21 96
“ Edson Sherman,		5 72
“ W. M. Whitcomb,		10 58

 \$129 12
PAY OF TOWN OFFICERS.

Paid N. R. Kimball, moderator,		\$ 2 00
“ Austin Trim, services and expenses, as assessor, selectman and over- seer of poor,		102 95

Paid W. S. Pendleton, services as assessor, selectman and overseer of poor,	30 00	
“ B. F. Heal, services as assessor, selectman and overseer of poor,	10 00	
“ E. D. Williams, services and expenses superintendent of school,	60 00	
“ E. D. Williams, services and expenses as health officer,	6 00	
“ J. R. Ryder, services as clerk and treasurer,	70 00	
“ E. S. Preble, election and ballot clerk 1897 and 1898,	4 00	
“ W. H. Coombs, election and ballot clerk 1897 and 1898,	4 00	
“ D. M. Pendleton, election clerk 1897 and 1898,	4 00	
“ Wm. C. Hatch, election clerk 1897 and 1898,	4 00	
“ L. N. Gilkey, commission collecting taxes, bills of 1897,	55 00	
“ L. N. Gilkey, commission collecting taxes, bills of 1898,	300 00	
“ William P. Sprague, constable,	7 50	
“ William B. Pendleton, janitor in town hall,	15 00	
	<hr/>	\$674 45
ABATEMENTS.		
Paid Wm. Prall, tax bills of 1898,	\$ 2 25	
“ L. N. Gilkey, collector, tax bills of 1897,	44 55	
“ L. N. Gilkey, collector, tax bills of 1898,	36 13	
	<hr/>	\$82 93
Total amount of town charges,		\$1,250 83
Amount unexpended,		<hr/> \$711 28

SUPPORT OF POOR.**RECEIPTS.**

Appropriation,		\$800 00
Paid E. J. Dodge, support of M. J. Brown,	\$130 00	
“ S. T. Keller, support of Eliza J. Decker,	159 00	
“ F. W. Adams, support of Francis Chassey,	131 00	
“ Maine Insane Hospital, support of Mary Boardman,	131 41	
“ Maine Insane Hospital, support of J. B. Adams,	12 66	
“ W. S. Pendleton, supplies for S. H. Fletcher,	18 60	
“ F. S. Pendleton & Co., supplies for S. H. Fletcher,	29 86	
“ F. S. Pendleton & Co., supplies for Francis Chassey, E. J. Decker and M. J. Brown,	13 83	
	<hr/>	\$626 36
Amount unexpended,		\$173 64

COMMON SCHOOLS.**RECEIPTS.**

Balance unexpended of 1897,	\$156 79	
Appropriation,	804 80	
Received from the State,	827 87	
	<hr/>	\$1,789 46

EXPENDITURES.

Paid for teaching,	\$965 00	
“ for boarding teachers,	478 00	
“ for fuel,	118 65	
“ for conveying scholars,	65 00	
	<hr/>	\$1,626 65
Amount unexpended,		\$162 81

HIGH SCHOOLS.**RECEIPTS.**

Appropriation,	\$150 00	
Received from the State,	150 00	
	<hr/>	\$300 00
Paid G. A. Prock, teaching and board,	\$163 50	
“ W. P. Clark, “ “ “	150 00	
	<hr/>	\$313 50
Amount overdrawn,		\$13 50

TEXT BOOKS.**RECEIPTS.**

Appropriation,		\$150 00
Paid Edwin E. Babb,	\$31 17	
“ American Book Co.,	71 22	
“ Ginn & Co.,	28 28	
	<hr/>	\$130 67
Amount unexpended,		\$19 33

NEW TOWN WAY.**RECEIPTS.**

Appropriation,		\$130 00
Paid J. F. Grindle, damage,	\$40 00	
“ R. N. Pendleton, building,	68 00	
	<hr/>	\$108 00
Balance unexpended,		\$22 00

ROADS AND BRIDGES.**RECEIPTS.**

Appropriation,		\$700 00
Paid T. J. Decker, labor,	\$11 40	
“ W. H. Coombs, “	3 20	
“ J. I. Small, “	22 20	
“ J. L. Pendleton, “	20 60	
“ J. O. Elwell, “	41 20	
“ E. A. Wyman, “	2 00	

Paid J. R. Haynes,	labor	5 00
“ John Collins,	“	1 00
“ J. T. Fairfield,	“	4 20
“ John McFarland,	“	1 00
“ J. W. Clark,	“	3 00
“ W. A. Coombs,	“	1 00
“ E. S. Preble,	“	51 20
“ W. F. Keller,	“	32 40
“ C. E. Haynes,	“	9 20
“ F. W. Adams,	“	2 00
“ D. A. Warren,	“	11 70
“ P. L. Rollerson,	“	12 60
“ Edwin Hatch,	“	5 00
“ Aden Moody,	“	6 00
“ I. H. Herrick,	“	12 20
“ L. G. Pendleton,	“	4 40
“ John Pendleton,	“	6 20
“ Fred Patterson,	“	15 60
“ L. C. Farnsworth,	“	3 00
“ W. J. Dodge,	“	2 00
“ J. O. Pendleton,	“	25 00
“ L. R. Pendleton,	“	5 60
“ C. N. Pendleton,	“	23 80
“ D. L. Pendleton,	“	9 80
“ R. N. Pendleton,	“	86 00
“ Wm. H. Haynes,	“	7 00
“ A. Clement,	“	3 00
“ S. Knowlton,	“	2 00
“ I. E. Pendleton,	“	27 80
“ C. C. Davis,	“	7 20
“ W. H. Boardman,	“	5 60
“ T. R. Williams,	“	3 20
“ E. F. Williams,	“	2 20
“ Melbourne and Frank Flanders,	labor,	30 00
“ F. L. Sprague,	labor,	7 15

Paid Geo. B. Pendleton, labor,	3 00	
“ E. G. Pendleton, “	2 00	
“ J. F. Grindle, “	9 50	
“ A. P. Gilkey, “	1 80	
“ L. W. Wyman, “	4 00	
“ Frank Lawrence, “	2 00	
“ A. H. Parker, “	3 00	
“ Austin Trim, “	11 75	
“ John A. Dodge, “	2 00	
“ M. R. Trim, “	2 00	
“ W. C. Hatch, “	6 00	
“ W. P. Sprague, “	5 30	
“ P. O. Coombs, “	3 40	
“ G. F. Keller, “	6 00	
“ A. E. Wyman, “	4 00	
“ R. B. Trim, “	1 20	
“ P. D. Hatch, “	3 00	
“ W. S. Pendleton, lumber,	8 36	
“ W. H. Coombs, labor,	1 40	
“ Edson Sherman, “	2 00	
“ M. Z. Dodge, “	2 00	
“ Everett Ames and J. W. Pendleton, labor,	10 00	
“ W. S. Dodge, labor,	6 40	
“ W. S. Babbidge, “	4 00	
“ J. P. Bragg, “	61 20	
“ A. E. Trim, “	1 00	
“ Alonzo Coombs, “	2 00	
“ Wilson Coombs, “	3 20	
“ O. T. Scott, “	2 00	
“ J. P. Farrow, “	1 05	
“ Walter Adams, “	1 20	
“ L. K. Pendleton, “	1 20	
	<hr/>	\$711 61
Amount overdrawn,		\$11 61

BALANCES UNEXPENDED.

On town charges,	\$711 28	
“ support of poor,	173 64	
“ common schools,	162 81	
“ text books,	19 33	
“ new road,	22 00	
	————	\$1,089 06

AMOUNTS OVERDRAWN.

On Free High Schools,	\$13 50	
“ repairs on highway and bridges,	11 61	
	————	\$ 25 11
Net balance,		1,063 95

SUMMARY.

Whole amount of orders drawn,		\$4,767 62
Miscellaneous expenses,	\$195 93	
Snow bills,	168 40	
Deficient highway tax,	129 12	
Pay of town officers,	674 45	
Abatements,	82 93	
Support of poor,	626 36	
Common schools,	1,626 65	
High schools,	313 50	
Text books,	130 67	
New town road,	108 00	
Roads and bridges,	711 61	
	————	\$4,767 62

LIABILITIES.

Outstanding bonds,	\$1,500 00	
Interest on same,	40 00	
	————	\$1,540 00

ASSETS.

Amount of tax deeds in the treasury,	\$ 63 93	
Due on tax bills of 1898,	1,603 22	
Cash in the treasury,	398 80	
	————	\$2,065 95

Balance in favor of the town, 525 95

AUSTIN TRIM, }
W. S. PENDLETON, } Selectmen
B. F. HEAL, } of
Islesborough.

TREASURER'S REPORT.

J. R. RYDER, Treasurer,

In account with the Town of Islesboro,

FOR THE YEAR ENDING MARCH 6, 1899.

DR.

Cash in the treasury March 7, 1898,	\$213 24
Rec. from State reimbursement for seal bounty for 1897,	7 00
“ reimbursement for dog licenses for 1897,	20 07
“ of L. F. Pendleton on account of roads,	4 60
“ on tax bills of 1897,	1,388 15
“ on tax bills of 1898,	4,477 82
“ on non-resident tax deeds of 1896,	102 18
“ from town for dog licenses for 1898,	27 00
“ “ State for Free High Schools,	150 00
“ “ “ “ school fund and mill tax,	827 87
“ “ “ reimbursement for pen- sions,	120 00
“ for rent of town hall,	44 00
“ <i>from</i> estate of James B. Adams,	12 66
non-resident tax deeds of 1888 on file March 7, 1898,	11 36
non-resident tax deeds of 1893 on file March 7, 1898,	15 79
non-resident tax deeds of 1894 on file March 7, 1898,	4 43

non-resident tax deeds of 1895 on file March 7, 1898,	29 80	
non-resident tax deeds of 1896 on file March 7, 1898,	104 73	
	<hr/>	\$7,560 70

CR.

Paid selectmen's orders,	\$4,767 62	
“ Sylvester H. Fletcher, State pen- sion,	48 00	
“ Catherine Bagley, State pension,	72 00	
“ State tax,	840 74	
“ county tax,	539 79	
“ bounty on seals,	8 00	
“ interest on town notes,	93 34	
“ town note,	500 00	
“ State Treasurer amount received for dog licenses for 1898,	27 00	
“ insurance on town hall,	94 80	
“ E. D. Williams for return of births,	3 00	
“ acknowledging seal certificates, stationary and postage,	1 00	
cash in the treasury,	398 80	
non-resident tax deeds of 1888 now on hand,	11 36	
non-resident tax deeds of 1893 now on hand,	15 79	
non-resident tax deeds of 1894 now on hand,	4 43	
non-resident tax deeds of 1895 now on hand,	29 80	
non-resident tax deeds of 1896 re- deemed,	102 18	
non-resident tax deeds of 1896 now on hand,	2 55	
	<hr/>	\$7,560 70

J. R. RYDER, TREASURER OF ISLESBORO.

Superintendent's Report.

Gentlemen:—

I have the honor to submit my report for the year ending March 6, 1899.

STATISTICS.

Whole number of scholars in town April 1,		337
“ “ “ “ “ summer term,		182
Average “ “ “ “ “ “		154
Whole “ “ “ “ fall		184
Average “ “ “ “ “ “		155
Whole “ “ “ “ winter		167
Average “ “ “ “ “ “		134

LIST OF TEACHERS WITH SALARIES.

SUMMER TERM.

No.	Term.	Salary.	Board.
1, Adelaide Hatch,	10 weeks,	\$30 00	\$22 50
2, Lucy E. Pendleton,	10 “	40 00	20 00
3, Delmer Felker,	10 “	50 00	30 00
4, Eugenia Morey,	10 “	50 00	20 00
Lizzie Warren, Assistant,	10 “	20 00	20 00
5, Annie Fuller,	10 “	50 00	30 00
6, Lentner Hatch,	10 “	30 00	25 00
7, Caro M. Parker,	10 “	45 00	20 00

FALL TERM.

No.	Term.	Salary.	Board.
2, Grace Gilkey,	10 weeks,	\$25 00	\$25 00
4, Eugenia Morey,	10 “	60 00	20 00
5, Olive Grover,	10 “	40 00	30 00

WINTER TERM.

No.	Term.	Salary.	Board.
1, Lettie Ryder,	10 weeks,	\$32 50	\$22 50
2, Caro Parker,	12 "	75 00	36 00
3, Ambrose Bragg,	12 "	93 00	36 00
4, Eugenia Morey,	12 "	99 00	24 00
5, G. A. Prock,	12 "	100 00	36 00
6, Gabelle Coombs,	10 "	32 50	25 00
7, D. H. Corson,	12 "	93 00	36 00

FREE HIGH SCHOOL.

No.	Term.	Salary.	Board.
7, W. P. Clark, Union Hall,	10 weeks,	\$120 00	\$30 00
G. A. Prock,	10 "	133 50	30 00

COMMON SCHOOLS.

Appropriation,	\$804 80	
Received from State,	827 87	
Unexpended balance, 1897,	156 79	\$1,789 46
Paid for teaching,	\$965 00	
" " board,	478 00	
" " fuel,	118 65	
" " transportation of pupils,	65 00	\$1,626 65
Unexpended balance,		\$162 81

FREE HIGH SCHOOL.

Appropriation,	\$150 00	
Received from State,	150 00	\$300 00
Paid W. P. Clark, teaching and board,	\$150 00	
" G. A. Prock, " " "	163 50	\$313 50
Amount overdrawn,		\$13 50

FUEL ACCOUNT.

John W. Pendleton,	\$7 50	
W. S. Pendleton,	15 00	
E. A. Eames,	78 00	
A. H. Parker,	16 00	
E. D. Williams,	2 15	\$118 65

FREE TEXT BOOKS.

Appropriation,		\$150 00
Edw. E. Babb & Co.,	\$31 17	
American Book Co.,	71 22	
Ginn & Company,	28 28	
	—————	\$130 67
Unexpended balance,		\$19 33

In submitting my fourth annual report of the Public Schools of this town, I shall make no attempt to set fourth the good qualities or defects of the teachers employed. But will state that we have tried to employ the best teachers obtainable by the funds at hand. Good attendance, good progress, and thorough work have characterized our schools for the year. The teachers have labored faithfully for the advancement of the pupils, and in turn the pupils have been interested in the work. Hence good progress has been made.

The existing methods of educating the youth fall short of the ideal, there is scarcely any question. The most prominent educators of the land, admit this fact. Every effort is undoubtedly made to better prevailing systems. But the fight is single handed, as teachers and educators constantly say: "We are alone;" parents give us no assistance. They do not even give us the benefit of ordinary interest. And this is true, lamentably true. Parents are all too lax about the methods pursued in educating their children. In hundreds of cases they do not even know what the methods are. They know nothing about them. There is no co-operation of the parents with the teacher. However much we may be able to improve modern methods of education, the best results to our children cannot be reached until parents and teachers shall come into closer relations than they are at present. Although we are perfectly aware that it is the teacher who makes the school in most cases, the best results cannot be obtained unless the teacher has the full support of the parents and pupils. Do parents support the teacher? We answer that they do not always. Parents criticize the teacher and sometimes harshly, even in the presence of the pupils, for some real or imagined injury, perhaps a very trivial affair. Such criticism often comes to our notice. We know they are so. Parents, it is your duty to visit our schools, and support your teacher. The home is a kindergarten school, and upon its proper training more than upon all other agencies, depends the character of the school, and the society in which these children are to live and act in later years. The discipline of

the family means much more than family government. It includes the management of children in all their relations under parental care. The child must be controlled by the parent, and protected from danger and injury to which he is constantly exposed. He must be forcibly withheld from the burning fire, and, though he cry bitterly, he must not be allowed to play with edged tools, or to eat poison. Moral suasion is never resorted to in such cases. The mother who sees her child in immediate danger rushes to his rescue, and, if need be, forces protection, yet that same mother may utterly fail to enforce obedience and maintain her authority in other matters equally important to her child's future welfare.

The child is a creeping, tottling, pulling, picking, pushing, climbing and trembling piece of activity. As such he is committed to the mother's care, and he must be guided and controlled every hour of his early existence. He must not be allowed to pull the boiling pot from the stove, for that would endanger his life. He must not be allowed to dash the china set upon the floor, as that would be a wicked destruction of property. Suppose this mother meets with wilful, sullen resistance to her commands to prevent such dangerous and reckless habits, she still insists and forces obedience. So in everything else, cheerful obedience should be required, and if refused, the rebel child should be held under authority until it is secured. I believe in the divine right and duty of parents to absolutely *control* their children during the years of their minority. By early enforcing obedience, it becomes a habit in the child, and his control in riper years is more easily maintained. Happy are those children, for their own sake, who have been faithfully trained, and perfectly controlled by wise parents; fortunate for their teachers when these children shall come under their management, and fortunate for society when they shall have become citizens.

Some parents have both the natural gift and the wisdom necessary to properly control their children, and others seem to be entirely destitute not only of the power, but also of the disposition to exercise it. Insubordination reigns in many families, and these children become rebels in school, law-breakers and criminals in society. It cannot be denied that a large proportion of the cases of insubordination reported in our institutions of learning, and the vice and crime which curse society, result from the lack of parental discipline. I may here make note of some of the more common methods of spoiling children.

FIRST.—The *fickle* method. This class of parents are indeed tender-hearted towards their children, and desire to do all in their power for their welfare, but they lack firmness and power to resist the child's importunity.

He craves some improper gratification and demands indulgence. The parent at first refuses. The child persists because he has learned by experience that *no* does not mean absolute prohibition. After a half hour of teasing, or the shedding "a flood of tears," the parent yields, and the child exults in his victory. His evil nature and not his better qualities are developed. If the parent had always said *yes* and *no* with emphasis and adhered to the decisions, the results would have been more satisfactory.

SECOND.—The *impulsive* method. Parents who practice this kind of government are *fitful*. They act towards their children as they feel at the time. In general unbounded indulgence is allowed them. They recognize no faults, inflict no punishments at home and allow none at school. But when in a fit of passion they chastise their children in an unmerciful manner. The influence of such treatment upon the temper, habits and life of the children is disastrous. They soon learn that they may enjoy the sunshine, but must endure the storm. They can have no confidence in their parents and can cherish only limited affection for them.

THIRD.—The *scolding* and *threatening* method. Correction and reproof are essential and important in family discipline, but constant fault-finding is hurtful. To ignore the good actions of the child and always censure the bad, tends to discourage and harden. Special pains should be taken to speak encouraging words of approval whenever commendation is due, and reproof should be administered kindly. Punishment, when necessary, is better than threatening, which seldom secures obedience and always disarms authority. And this is not all. Every unexecuted threat gives the child an example of falsehood. He cares nothing about being "shut up in the dark closet," "sent to the cellar," or "skinned alive," which he has heard so often, because he knows that neither the solitary confinement nor the skinning will be likely to follow. He has learned to control his parents and how he can gain his object, and he never fails to improve his opportunity. Nor does he hesitate to resort to falsehood, after the example set before him, if the circumstances require it.

FOURTH.—The flogging method. I do not mean to call in question the propriety and necessity of resorting to severe punishment in the government of children in extreme cases, though such cases would seldom, if ever occur under wise parental discipline. In families as we find them, there are times when literally "to spare the rod" is "to spoil the child." But whipping, as a rule, for every offence, is decidedly objectionable. Under this system the child comes to believe that penalty like penance atones for the crime. Thus the fear of punishment is the only motive offered for

obedience. Such an idea degrades its subjects in the scale of moral beings.

FIFTH. The *persuasive* method. Every mild measure in discipline which tends to induce good behavior is legitimate. The moral power of gentleness, forbearance, kindness, good example, wholesome counsel and proffered reward are recognized as proper and useful whenever children are loyal and obedient. But when in a state of rebellion, *persuasion* can never be properly employed to restore to obedience. Authority enforced by whatever means necessary is the only remedy that can restore to healthful and cheerful obedience.

SIXTH. Nearly allied to the the *persuasive* is the bribing method. To reward fidelity is just and proper, when rightly applied, but to purchase good behavior by bribery, is wrong in principal and ruinous in practice. In all such traffic, disobedience becomes a currency in the family market to purchase any desirable indulgence. If a slight offence will induce the mother to give a piece of pie or candy to her rebellious child, stubbornness will purchase more, and a fierce, open war, still more, to gratify a craving, perverted appetite, and weaken the sense of filial obligations. Hence a bribe is a bounty on impudence and insubordination. The child should never gain the desired object by disobedience. The favor bestowed should only reward fidelity and voluntary submission. And it is equally important, that merited punishment should promptly follow every wrong act. This principal is in accordance with the devine plan after which all government should be modelled. The child learns to obey natures laws by suffering the pain which the violation brings upon him. Pain is penalty and may be properly inflicted when necessary to secure submission to parental authority.

The school is the expansion of the family. Teachers and school officers are the assistants of parents in the important work of educating their children. Hence the training of the school includes the training of the family, and should be conducted on the same principles. Parents are the ordained rulers of the home, and teachers fill their places, acting under deligated authority. The principal upon which the school and family are governed is the same and the method of discipline varies only with the circumstances. When the school is placed in charge of the teacher, the parents are no longer in control, but should co-operate and sustain the teacher in his control and management. All discipline, whether in the home or school, is based upon *authority*, and whether the parent or teacher

is the ruler, his authority is absolute and supreme. I have maintained that the future of the child depends largely upon his early training, and if this child is properly managed from early infancy, none but mild measures will be required to secure obedience and fidelity in all his relations in the family and school. But all are not so managed. There are many spoiled children in families, and these all find their way into the school, and the question is how shall they be treated by the teacher when they come under his management. I insist that it is these spoiled children in the home, who become rebels in the school, and if they are not checked by wholesome discipline on the way, who become disloyal citizens and criminals in society, and that the large increase of insubordination and lawlessness everywhere manifest at the present time, has resulted from laxity and inefficiency in family and school discipline.

The discipline of our fathers and the teachers of their day was based upon authority, and obedience was enforced, but, in many cases, in these days, persuasion has been substituted for authority and all power to control has been lost. Teachers who are capable and disposed to enforce authority are now forbidden to do so by parents. But it is a mistaken policy to leave to pupils, themselves, to fix the standard of their own conduct, especially when that standard is only to maintain the stubbornness of their own selfish will. They tell us that it cultivates self-respect and self-control in pupils. This flimsy claim, springs from ignorance or stupid sympathy. The school should make *patriots* not anarchists.

FREE HIGH SCHOOL.

We have maintained two terms of Free High School. Both terms were in session at the same time during the fall of 1898. One term in the Parker District under the instruction of Walter P. Clark of Monroe, Me. The other was held in Union Hall under the instruction of Granville A. Prock of Lincolnville, Me. Each term was ten weeks in length.

Whole attendance in Parker District,	38
Average attendance in Parker District,	36
Whole attendance in Union Hall,	30
Average attendance in Union Hall,	26

Instructions were given in the following branches: Reading, Spelling, Arithmetic, Geography, Grammar, Physical Geography, Algebra, Geometry, U. S. History, General History, Rhetoric, Physics, Physiology and Book-keeping. Good advancement was made. The attendance was large con-

sidering the ages of our pupils who attend school. We must bear in mind that our pupils leave school at an earlier age than formerly. We think this no improvement though. Our schools are to fit our children for usefulness as citizens in life. And we feel that our Free High Schools are filling their places in this work. We know that these schools have been a great benefit to our older pupils. The pupils in most cases *we* believe have appreciated the advantage of the advanced instruction given, that they cannot get in the common school. We wish that our older pupils could have the advantage of three terms of Free High School a year instead of the one term as at present. There are two special values upon which I must at least touch, as showing the peculiar service which our Free High School renders to the community. It is a direct stimulus. The life which it sends back day by day into the home is a fertilizing and fructifying life. The home grows with the advancing boy or girl. We are none of us above this influence. It puts us into contact with ideas, which if not altogether new, have the freshness of a new setting, and the force of a new ambition or purpose. The growing mind is the best stimulus there is in a community. In spite of its crudities and conceits, and distractions, it is the most quickening and gladdening force which finds its way into our homes. And beyond the stimulus which our Free High School extends into the daily life of this community, I put its power to give that educational impulse which will outlast its own training. Nothing is more pathetic in the working of our educational system than the sight of so much arrested education, pupils dropping out at every stage in the course. Where does the educational impulse take possession, and come in to stay? With some early, with others late, with some not at all. But it is fair to say that the course which reaches through our Free High School is long enough to settle the question. By that time the mind is well open to the world of nature or of men or of books. I reckon among the most refined and cultivated minds within my knowledge, many who have never passed in technical training beyond the secondary school. But the educational impulse has gone on. It has taught them how to read, to study, to think, to speak, to act. There is a deeper fellowship than that which bears an academic name. It is that kinship of mind which cherishes in common the divine impulse to think and to feel in the spirit of the intellectual life. It is therefore with sincerity and in honor that I plead with you for the continuance of our Free High School. The school fulfills its two-fold function, as I have tried to show you, as the advanced school of the community, and as a constant and growing factor in the higher education. Through this school you come as

a community into the closest possible social unity. I think our Free High School has earned and is worthy of your cordial support. With sincere thanks for the kindness and forbearance shown me, I am,

Very respectfully,

E. D. WILLIAMS, SUPERINTENDENT.

